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ABSTRACT

Students in school are no longer isolated from violence and unlawful activity. Lack of resources is hindering school officials' efforts to deal with the problem and keep campuses safe. The city of Eugene (Oregon) and Eugene Public Schools have implemented a jointly funded Safer Schools Program that added one campus monitor to each high school and two full-time police officers. There is a need for broad understanding of and support for the program. This report recommends expanded services for K-8 and updated district policy language. Technical training for Safer Schools personnel and site and community safety plans are needed. A section on police officer activity and police calls to schools, totalling arrests and other activities from April 6 through June 18, 1992 is included. Records of campus monitor activity show differences between schools not necessarily related to student behavior differences. Student, parent, staff and community survey results are included. A list of 15 recommendations about the Safer Schools Program is also included. Appendices A through G include a school safety assessment of Eugene Public Schools, resources, Safer Schools surveys for students and staff, a Safer Schools survey business information form, and suggestions for an effective school crisis plan. (JPT)

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TABLE OF CONTENTS

ACKNOWLEDGMENTS. 1

EXECUTIVE SUMMARY. 2

RECOMMENDATIONS. 6

NATIONAL SCHOOL SAFETY TRENDS 9

4J'S SHORT TERM SAFER SCHOOLS PROGRAM 13

ASSESSMENT INFORMATION

1. SUMMARY OF OFFICER ACTIVITY 17

2. CALLS FOR POLICE SERVICES TO SCHOOLS 1987-1992 18

3. CAMPUS MONITOR ACTIVITY 20

4. STUDENT SURVEY DATA AND COMMENTS 22

5. STAFF SURVEY DATA AND COMMENTS. 27

6. PARENT SURVEY DATA AND COMMENTS. 31

7. BUSINESS SURVEY DATA AND COMMENTS 34

8. HIGH SCHOOL ADMINISTRATOR SURVEY DATA AND COMMENTS. 39

9. CAMPUS MONITORS' PERCEPTIONS. 42

10. ELEMENTARY AND MIDDLE SCHOOL ADMINISTRATOR COMMENTS. 46

APPENDICES:

A. NATIONAL SCHOOL SAFETY CENTER ASSESSMENT
B. RESOURCES
C. STUDENT SURVEY INSTRUMENT
D. STAFF SURVEY INSTRUMENT
E. PARENT SURVEY INSTRUMENT
F. BUSINESS SURVEY INSTRUMENT
G. SUGGESTIONS FOR AN EFFECTIVE SCHOOL CRISIS PLAN

ACKNOWLEDGMENTS

To: Superintendent Margaret Nichols and the Eugene School District Board of Directors

On behalf of those individuals who worked with the Safer Schools Program, I am pleased to present this evaluative report for your review.

The report was produced by utilizing the contributions of district high school students and their parents, high school staff members, employees who work in and own businesses near 4J high schools, personnel from the Eugene Department of Public Safety, Tom English, and David Piercy.

In addition, the following individuals deserve special recognition for their work in the composing, preparing, and editing of the report.

Keila Affolter, Work Study Student
Dick Grimes, Safer Schools Program Officer
Denise Gudger, Administrative Practicum Student
Bill Harris, Safer Schools Program Officer
Jim Hill, Department of Public Safety
Wanda Johnson, Assistant Principal, South Eugene High School
David Poppe, Department of Public Safety
John Sappington, Assistant Principal, Churchill High School
Susan Scherer, Assistant Principal, Sheldon High School
Charles Stephens, 4J Evaluation Specialist
Laurel Young, Secondary Education Management Assistant
The High School Campus Monitors

Sincerely,

Jerome Colonna

Jerome Colonna
Director of Secondary Education
July 28, 1992

EXECUTIVE SUMMARY

Unlawful activity and specifically violence in and around our nation's schools are serious social problems confronting school leaders. Students in school buildings are no longer isolated or insulated from physical assault, distribution of illegal substances, the use of weapons, or gang related activities. The rules of the game have changed from fist fights to gun fights. Our culture condones violence. Poverty and the lack of resources are just a few of the factors that contribute to the dilemma school officials are faced with in trying to keep their campuses safe.

Increased resources and more sophisticated efforts are now necessary to maintain safe schools in most communities. School administrators find that they are no longer able to handle this responsibility by themselves. For this reason more than 230 school districts, representing 70% of the nation's public school students, have established school safety/security programs ranging in size from one person to over 2,600 employees.

This spring the city of Eugene and the School District implemented a jointly funded Safer Schools Program. It added one campus monitor to each high school and two full time police officers. The program was a short term solution and ended on June 18, 1992. The primary purpose of this report is to assist Superintendent Nichols and the Board of Directors in determining if a Safer Schools Program, in some form, should continue during the 1992-93 school year.

As the report was developed a number of additional components were added so that the document can be utilized as a resource for 4J staff members and other interested individuals. In addition, the report will be helpful for grant writing efforts.

The section on **Recommendations** places an emphasis on the need for more broad-based ownership and understanding of the program. Expanded services for grades K-8 and updating of district policy language is recommended. Technical training for Safer School personnel is a critical need. Each district site must develop a crisis plan. The School District, City of Eugene, and the community should develop an overall community safety plan. Many district schools have inadequate emergency communication systems. An aggressive effort must be undertaken if the program is to be funded at the level of support that conditions indicate

are necessary.

National School Safety Trends clearly show today's youth are more aggressive and violent than ever before and our country's schools are less safe. Weapons, gangs, and aggressive students have changed the complexion of American education in many schools and many school districts. Next to traffic accidents, gunfire is the leading cause of death of high school aged students. Many districts have responded with police in the school programs, community networking, specialized curriculum offerings, and technical training for staff. San Diego and Portland School Districts are recognized leaders in the field.

The **Officer Activity** statistics represent the April 6 through June 18, 1992 educational, prevention, and enforcement services Officer Grimes and Harris fulfilled. The officers made 50 arrests. Seven of the arrests were for trespassing, and 15 were related to weapons and/or assaultive behavior. The goal of the officers' presence is crime prevention. The officers' objectives are the same as the district, education. Both officers spent considerable time with daily, direct contact with students and staff. They gave 25 formal presentations, attended 67 meetings, and counselled/advised 94 students.

Calls for Police Service to Schools data and the chart on pages 18 and 19 do not possess any particularly remarkable information. The difference in number of schools per grade level explains why elementary schools have more calls than middle schools. There is a general trend for higher numbers, with time, at each of the three levels. Sheldon's numbers are significantly higher for the past two years. The ten week period for the Safer Schools Program may be too short a time period for any valid interpretations, of this particular data, to be made.

The **Campus Monitor Activity** shows noticeable variances in data between schools. This variance is more a function of how each school's campus monitors carry out their duties as compared to differences in student behavior. It should be noted in Part 3 through Part 9 of the Assessment Information section, that North Eugene High School's data was not captured since it is outside of the jurisdiction of the Safer Schools police officers. Trespassing violations, off campus concerns, vandalism, and theft accounted for most of the campus monitors activity. It is interesting that 61 gang related contacts were made but only 13 contacts

for drugs and alcohol.

The **Student Survey** showed that many students marked undecided on the first 10 questions. This may indicate that they are unaware of the program or that the program does not greatly concern them. The majority of students do not believe their school has safety problems, that the campus monitor/officer assistance has reduced drug traffic around their schools, or that the monitors and officers create an infringement of their personal rights. Students do agree that the program does remove unwelcome visitors, the advantages of the program outweigh the disadvantages, they would cooperate with Safer Schools personnel, and that the program has made their schools safer. Sheldon students tend to be the most negative toward the program. A number of the student comments to the open-ended question, "What changes would you make to improve the Safer Schools Program?," were negative.

The **Staff** of each high school was positive toward the program; the South and Churchill staffs being more positive than Sheldon's staff. All staffs agreed that their school has safety problems. A lack of understanding of the program and a need for improved communication was recorded in the open-ended comments.

The **Parent Telephone Survey** indicated overall awareness and support for the program. The majority believe their student approves of the program. The open-ended comments were numerous and the majority were positive. The negative comments focused on cost and that school safety is the responsibility of the administration.

Most **business** employees contacted were supportive and aware of the program. The Churchill area busines respondents noted the most observed changes in student behavior. Several respondents commented about inappropriate student behavior which has a negative effect on their businesses.

High School Administrators strongly support the Safer Schools Program. They believe the program makes schools safer, reduces drug trafficking, and discourages unwanted visitors. Five of the nine administrators responded.

The **Campus Monitors** recommend an expansion of the current program.

They list trespassing, weapons, illegal substances, vandalism, and gangs as problem areas. They recommend a stronger and more consistent districtwide implementation of consequences for serious student conduct violations. They would eliminate student free time, close the campuses, develop greater parent involvement, and increase program services for middle schools.

Elementary and Middle School Administrator respondents support the program. Several commended Officer Grimes and Harris for their work on specific issues at their building. They appreciate that they can rely on the officers for assistance when they need it. The disadvantage of no officer assistance in 4J, non-city of Eugene schools was mentioned as was a need for greater understanding of the program. It was suggested that parent, staff, and student meetings with the officers be scheduled early in the year.

The **Appendices** are included in the report for 4J Safer Schools personnel and other school districts that are interested in considering a school safety program. Of particular interest may be the assessment produced by Ron Stephens of the National School Safety Center.

RECOMMENDATIONS

The following is a list of recommendations drawn from various sources throughout this report. The list of recommendations is not prioritized nor does it represent the unanimous agreement of those who implemented the program this spring. The recommendations are given without regard to workload concerns or funding implications.

1. Despite both the daily presence of the officers in the schools and the extensive media exposure the Safer Schools Program received, the program is not well understood by staff, students, parents, or the community. The officers need to articulate their roles and services to faculty and students alike. This can be best accomplished at faculty meetings, parent groups, and student assemblies at the beginning of the school year. A staff awareness program needs to be established so that staff can understand what the Safer Schools Program is accomplishing and experiencing. Monthly briefings to staffs about the type of incidents occurring and being prevented will increase staff ownership and support.

2. The district needs to investigate the expansion of the program so that elementary and middle schools can have greater access to Safer Schools services and request building-specific and age-appropriate services.

3. Appropriate school safety language in school board policy, administrative regulations, and the "Student Rights and Responsibilities Handbook" should be carefully reviewed for:

   Those policies and procedures requiring greater compliance; those policies and procedures needing clarification, modification, or updating; and those topics needing to be added or deleted.

   Specific areas for review are weapons, coercion, menacing, gang hate group activity, dress and grooming, fighting, assault, and student use of pagers and cellular phones.

4. Individual student handbooks should be reviewed for discrepancies with federal and state law and district policies/ procedures.

5. A long term, comprehensive school security/community safety plan should be developed. This can be accomplished through the creation of a joint community, school district, and city task force.

6. Each district site must develop and implement a crisis plan (see appendix G). Staff members need to know what to do if a crisis occurs. The plan should be designed with the needs and uniqueness of each site in mind.

7. The Safer Schools concept needs to involve more key players. The Juvenile Justice System, the Prosecutor's Office, Children's Services Division, Mental Health Division, Human Services, City/County officials, and student and parent representatives need to be invited to become a part of the solution to school security matters.

8. Efforts must be expanded to obtain outside sources of funding for the Safer Schools Program.

9. Campus monitors and building administrators are in need of extensive technical training regarding nonviolent intervention, gang type behavior, state and federal laws concerning school security issues, dealing with violent crime, and the development and implementation of a comprehensive school crisis plan.

10. 4J schools not in the city need a greater range of police services and improved response time for calls for service.

11. Law related education/crime prevention curriculum needs a greater K-12 emphasis. The Portland School District is a national leader in this area (see appendix B).

12. School communication systems must operate so that all employees can be notified instantaneously in the event of an actual or potential crisis. This may best be accomplished by installing two way intercom systems and establishing an emergency signal that is immediately recognized by all staff members.

13. Too many unwanted non-students have open access to 4J schools. Districtwide visitor screening procedures should be established. All sites should be posted with trespassing notifications.

14. Conditions are strained between some secondary students and businesses located near our secondary campuses. A process for identifying issues and improving relations needs to be developed.

15. Increased joint training for city and school district Safer Schools personnel is needed so that security/safety related conflicts within each agency's policies and procedures can be minimized.

NATIONAL SCHOOL SAFETY TRENDS

Today's school crimes are more violent than ever and involve children at younger ages. Teachers can't teach and students can't learn in an environment filled with fear and intimidation. Recent statistics include:

- Next to traffic accidents, gunfire is the most common cause of death for Americans aged 15-19, and it is the leading cause of death among black 15-19 year olds.
  (National Center for Health Statistics, June,92)

- Nearly 3 million thefts and violent crimes occur on or near school campuses every year. That is almost 16,000 incidents per day or 1 every 6 seconds.
  (U.S. Department of Justice, May, 91)

- One in 5 high school students carries a weapon, and one in 20 carries a gun.
  (U.S. Center for Disease Control Report, Fall,91)

In a report released by the Center to Prevent Handgun Violence, statistics compiled from 1986-90 found:

- At least 71 people (65 students and 6 school employees) have been killed with guns in schools; 201 were severely wounded; 242 were held hostage at gun point.

- Shootings or hostage situations in schools have occurred in at least 35 states and the District of Columbia.

- Gang or drug disputes were the leading cause of school violence. Long standing disputes, romantic disagreements, and fights over material possessions were also common.

- In Oregon, there were five violent incidents and one death involving guns in this time period.

Violence is a growing concern among educators, students, and parents. As a result, many school districts have responded with safety plans and programs to create a school environment in which education can continue

without the threat of violence.

Here is what a sampling of school districts are doing around the nation to respond to school safety issues.

Creation of Police in School Programs

Larger school districts such as Seattle, Portland, San Diego, and Oakland have their own police forces that work at all grade levels to educate and protect students.

The Salem School District utilizes a School Police Liasion Unit of six officers from the Salem Police Department which for 1992-93 will serve grades K-8. The School Liasion Unit will respond to calls-for-service from the high schools. The high schools now have private security personnel. Because of budgetary constraints, the Salem Police Department determined that the program had to narrow its target in order to retain a meaningful prevention program. The officers work with investigation, enforcement, education, crime prevention, and community relations.

Collaboration between School Officials, Parents, and Community

Portland School District: The district offers Neighborhood Workshops focusing on emerging gang problems and ways to involve children in positive community activities. Local police, school officials, and juvenile court personnel regularly meet to discuss at risk youth concerns and to develop strategies for intervention.

Lewis County, Washington: Lewis County has created the Coalition Against Violence, a parent run network with ongoing programs designed to provide support in dealing with anti-gang and violence problems.

Tacoma School District: "Safe Streets" is a program developed by a coaliton of school officials, police, and community leaders. Nearly 2000 citizens are involved in the "Safe Schools Campaign" which coordinates activities in schools, businesses, and prevention and treatment agencies.

San Diego Unified School District: After implementing a darkened school project (where school lighting was turned off during non-school hours) the

district worked with parents to start a Neighborhood Watch Program in which citizens call a hotline number to report any unusual activity. This program reports a significant cut in utility costs for the school district. Over 1100 calls have been logged on the hotline and a 33% decrease in property crimes realized.

Implementing Curriculum and Staff Development

Portland School District: Following an escalation of gang activity in Portland, schools across the district adopted a Gang Awareness and Intervention Activities Curriculum for grades K-12. The focus of the program is to help students develop skills and values which lead them to resist gang membership. Roosevelt High School in north Portland also has implemented a Conflict-Management Program which trains students to act as peer mediators in disputes. Staff development is another priority of the district. Teachers participate in gang awareness training sessions and inservice offerings related to strengthening their school security efforts.

To be effective, districts need to address control issues as well as prevention strategies. Choosing curricula, providing staff training, and planning for crisis management are key components of a school safety program. The National School Safety Center recommends that all schools and districts develop a safe school plan which would encompass the following five points:

1. School districts should appoint a school security committee comprised of school officials, law enforcers, other youth service providers, parents, and students to identify what safety measures are needed and how they can be implemented.

2. School site administrators must acquire "crime-resistance savvy" and take greater responsibility in working with the school board and district to implement site security programs.

3. Schools must develop a comprehensive crisis management plan that incorporates resources available through other community agencies.

4. A school communications network should be established that links

classrooms and schoolyard supervisors with the front office and/or security staff as well as local law enforcement and fire departments.

5. School staff, including part-time employees and substitute teachers, should be informed and regularly updated on safety plans through inservice training.

According to the National School Safety Center, the most important factor in developing a safe schools plan is that it be a collaborative on-going process which encompasses the development of district-wide crime prevention policies, in-service training, crisis preparaton, interagency cooperation, and student-parent participation.

4J SHORT TERM SAFER SCHOOLS PROGRAM

Introduction

Between April 6 and June 18, 1992 the District and the City of Eugene jointly funded and implemented a Safer Schools Program. The program consisted of two Department of Public Safety Police Officers, four additional High School Campus Monitors, and an Operations Team.

Police Officers

The Safer Schools police officer component is based on the community policing concept. This strategy has officers in daily and direct contact with the people they serve. The officers are dedicated to law enforcement activities for 4J schools that are within the Eugene city limits. 4J schools outside the city boundaries were not assigned to the officers for jurisdictional reasons; however, these schools did receive all other components of the program.

The major goal of community policing is crime prevention. The officers spent considerable time talking to groups of students and teachers, as well as some parent meetings. In the 10 weeks the program operated, the two officers were involved in making presentations and instructing in a large number of meetings and classes. Much of the time was spent describing the program and current crime problems, but topics ranged widely.....from the Rodney King incident to graffiti.

Another goal of the program is to assist juveniles and create an awareness of the major role they play in the criminal justice system, both as suspects and victims. Nationally, the age group with the highest victimization rates for both violent and property crimes is adolescents aged 16-19.

The officers' roles included:

1. Participating with school and other youth service personnel regarding specific student incidents.

2. Providing liaison between the Department of Public Safety and the campus monitors to link school personnel with the appropriate police experts for training and crisis follow through.

3. Creating a visible and preventive presence on and around school campuses.

4. Monitoring criminal behavior near high school campuses and deterring unwanted visitors.

5. Educating and counseling students informally on law related issues and assisting students with problem solving.

6. Presenting law related educational programs as requested.

7. Using appropriate means, including arrest, to reduce the sale, use, or distribution of illegal substances; to reduce the use, sale, or possession of weapons; to reduce theft and vandalism; and to reduce the number of assaults.

8. Sharing appropriate criminal activity information with campus monitors and school administration.

Campus Monitors

Each high school had one campus monitor prior to the Safer Schools Program. The program provided funding for an additional campus monitor at each high school. The campus monitors contribute to the security of buildings and safety for all students and staff. They are considered an extension of the school administrative team and the school site experts on security matters. They monitor student behavior, report inappropriate behavior, and take corrective actions as authorized. They provide liaison between students needing assistance and appropriate social services. Campus monitors are instructed to avoid physical involvement with students or non-students unless their own or another individual's safety is threatened.

The monitors, along with a designated assistant principal at each high school, are closely linked to the officers via cellular phones and pagers. They make the calls for non-emergency officer assistance and emergency 911 calls.

This spring greater emphasis was placed on preventing campus illegal behavior, reducing non-student illegal activity, working with contiguous private business and property owner problems, responding as a district unit to prevent potential problems at any 4J site, and the sharing of police information between schools.

Operations Team

The Operations Team was composed of Jim Hill and Dave Poppe from the Department of Public Safety, and Jerry Colonna, Wanda Johnson, and John Sappington from 4J. In addition, others participated on an ad hoc basis. The team met regularly from January through June. To monitor and implement the short term program, this group sponsored or assisted with the following activities:

- Distribution of field communications equipment to schools.
- Discussion with Lt. Dell Hackett of the Lane County Sheriff's Office for police coverage of non-city, North Region schools.
- Visit and formal assessment by Ron Stephens of the National School Safety Center.
- Workshop in April for all Safer Schools Program personnel. Presenters were Dan Barcovik, City Prosecutor; Jim Hunt, Deputy District Attorney; and David Piercy, Assistant to the Superintendent.
- Inservice by Larry Craig, Day Watch Supervisor, regarding 911 and non-emergency calls for service.
- Sent representatives to the Seattle "Where Do We Draw the Line" and the Las Vegas "Dealing with Gangs, Conflict, and Violence" conferences.
- Assisted individual schools with the development of school crisis plans.
- Did a review of police in the schools literature and communicated with districts that have effective programs.

- Obtained video tapes, curriculum materials, and model policy documents, and distributed books, magazines, and newspaper articles. A library of these resources has been estaolished in the secondary director's office.
- Facilitated and presented at the "Student Conference On Safety In Schools" at the Hilton. This conference was funded by 4J volunteer Harold Macready.
- Contacted David Brewer, 4J Risk Manager, and the Willis Carroon Co., 4J Insurance Carrier, to determine if the implementation of the Safer Schools Program will reduce certain district insurance costs. (This is currently still being processed).
- Contacted John Ball with the Oregon Commission on Children and Youth Services for funding assistance from the State Formula Grants on Juvenile Justice and Delinquency Prevention.
- Made an appointment with Representative DeFazio regarding House Resolution 4538, The Classroom Safety Act of 1992. This bill, co-sponsored by Representative DeFazio, is to provide $100,000,000 each year for the next three years to give assistance for the prevention and reduction of violent crime in elementary and secondary schools.

Summary

Above all schools must be safe places. Successful schools are safe schools; unsuccessful schools are almost always unsafe. The Safer Schools Program emphasizes prevention and timely intervention. The goal was to prevent negative behavior rather than to deal with the consequences. The Safer Schools personnel were proactive and set the rules for behavior instead of being primarily reactive. The ideal is to make 4J schools "Violence Free Zones" through the use of community policing strategies. Since public schools mirror their community, they must also gain security from the community. Juvenile safety issues should not be the sole responsibility of schools and the police. We all must be held accountable.

ASSESSMENT INFORMATION

PART 1

SUMMARY OF OFFICER ACTIVITY

(APRIL 6 - JUNE 18,1992)

ACTIVITY	NUMBER*
Felony Arrests	15
Misdemeanors	35
Presentations	25
Feeder Schools	142
Counselled/Advised	94
Trespasser	23
Drug Related	7
Meetings	67

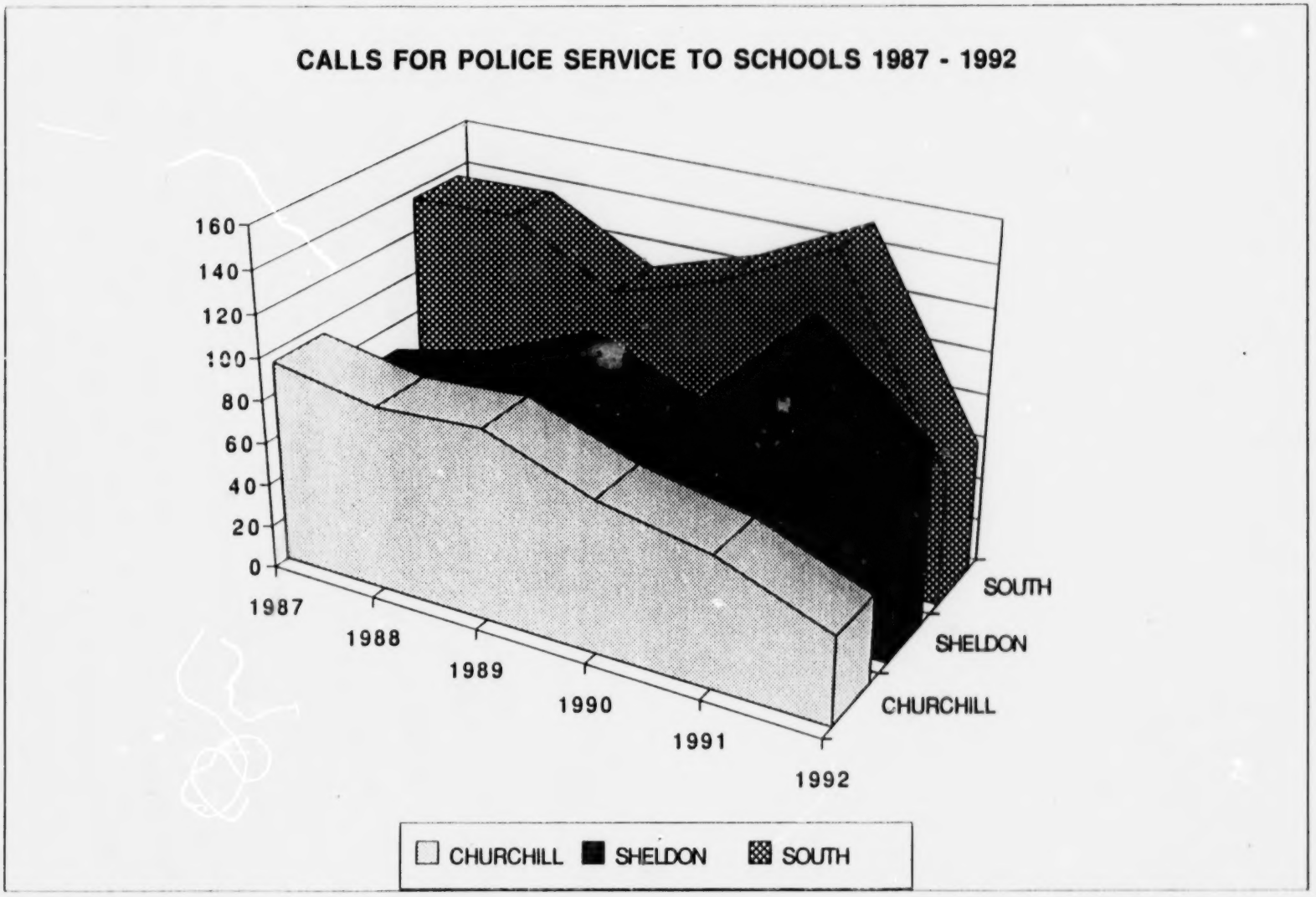
* The numbers from Officer Grimes and Harris shown above include some duplication due to incidents with multiple applications.

PART 2

CALLS FOR POLICE SERVICE TO SCHOOLS 1987-1992

YEAR	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	CHURCHILL	NORTH	SHELDON	SOUTH	OPP. CENTER	TOTAL HIGH SCHOOL
1987	232	207	95	26	67	136	12	336
1988	310	217	86	41	78	137	10	352
1989	307	239	89	47	99	111	15	361
1990	322	271	71	33	79	127	18	328
1991	324	248	61	41	130	152	18	402
1992	136	120	41	19	83	61	19	223

NOTES: (1) Data for 1992 is for the period Jan. 1 - June 29.
(2) Calls for police service were to an address and were not always made by school staff.


CALLS FOR POLICE SERVICE TO SCHOOLS 1987 - 1992
160
140
120
100
80
60
40
20
0
1987
1988
1989
1990
1991
1992
SOUTH
SHELDON
CHURCHILL
CHURCHILL
SHELDON
SOUTH

PART 3
SUMMARY OF CAMPUS MONITOR ACTIVITIES

(APRIL 6 - JUNE 18,1992)

ACTIVITY	CHURCHILL	SHELDON	SOUTH
Trespassing	20	15	22
Assaults	6	6	20
Weapons	3	0	2
Drugs/Alcohol	6	2	5
Vandalism	20	7	32
Theft	4	38	85
* Off Campus	120	0	143
Gang Contact	8	26	27
* Student/Parent/Staff	28	671	8
Cooperative Efforts with other 4J High Schools	4	2	1
Middle School	6	4	1

* NOTE: 1) Sheldon campus monitors did not make off campus contacts.
2) The high number (671) of contacts in this category is a result of the campus monitors being responsible for regularly tracking identified at risk students for attendance purposes.

SURVEY RESULTS

Parts 4-7 of the Assessment Information section were focused on the knowledge of and reaction to the Safer Schools Program from students, staff, parents, and businesses located near the school. Student and staff reactions were collected through a series of questions jointly developed by representatives from the district and the Eugene Public Safety Department. The questionnaires were administered to a sample of students and distributed to all staff in early June, 1992. A sample of parents were surveyed by telephone. Businesses near the three high schools were contacted in person and given survey forms to complete and return to the district. The survey data should be viewed as providing broad trend information.

PART 4
STUDENT SURVEY DATA AND COMMENTS

It is difficult to make a broad summarizing statement from the student responses to the survey. No set patterns of responses evolved between the schools. One form of consistency is that between 15% and 47% of the students were undecided on all of the questions. The data shows that about 25% of the students from any of the schools on any of the items will respond undecided.

Response to the statement "the advantages of having a campus monitor or officer outweighs the disadvantages" is typical of this diversity. In this case 41%-50% agreed with the statement, 25%-31% disagreed and 23%-27% were undecided. However, on two key questions there is sufficient agreement to draw conclusions. Over 50% of the students from each school did not view the program as an infringement of their personal rights while about a quarter agreed that it was an infringement of their rights. At least one half to three fifths of the students do not believe that their school has safety problems while about one quarter of the students agreed that there were safety problems.

High school students were asked the following 11 questions

QUESTION 1 The campus monitor/officer program has reduced drug traffic around my school.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	6.7%	18.0%	23.3%	4.7%	47.3%
SHELDON	3.6%	18.7%	42.8%	8.9%	25.9%
SOUTH	3.0%	16.0%	34.5%	13.0%	33.5%

QUESTION 2 The campus monitor/officer program has been successful in reducing the number of thefts.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	10.7%	24.0%	25.3%	4.0%	36.0%
SHELDON	3.6%	26.7%	34.8%	13.4%	21.4%
SOUTH	4.0%	34.0%	22.5%	6.5%	33.0%

QUESTION 3 The campus monitor/officer program has made me reconsider an action that may not have reflected good judgment.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	6.0%	24.7%	26.7%	15.3%	27.3%
SHELDON	3.6%	25.0%	31.2%	14.3%	25.9%
SOUTH	6.0%	16.5%	28.5%	22.5%	26.5%

QUESTION 4 The use of campus monitors and officers in the school is an infringement of my personal rights.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	9.3%	14.7%	40.0%	20.7%	15.3%
SHELDON	6.2%	17.8%	46.4%	8.0%	21.4%
SOUTH	6.0%	16.5%	28.5%	22.5%	26.5%

QUESTION 5 Having a campus monitor or officer in the school removes distractions, such as unwelcome visitors, from the school.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	14.0%	38.0%	20.7%	7.3%	20.0%
SHELDON	8.0%	32.1%	28.6%	16.1%	15.2%
SOUTH	9.5%	38.0%	26.0%	7.5%	19.0%

QUESTION 6 The advantages of having a campus monitor or officer outweighs the disadvantages.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	16.0%	34.0%	15.3%	10.0%	24.7%
SHELDON	6.2%	35.7%	24.1%	10.7%	23.2%
SOUTH	10.0%	31.0%	22.5%	9.0%	27.5%

QUESTION 7 I would seek information and advice from the campus monitor or officer in our school.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	10.0%	29.3%	30.7%	12.7%	17.3%
SHELDON	6.2%	17.8%	46.4%	8.0%	21.4%
SOUTH	6.0%	16.5%	28.5%	22.5%	26.5%

QUESTION 8 I think this school has safety (drugs, theft, weapons, assault) problems.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	9.3%	14.7%	40.0%	20.7%	15.3%
SHELDON	6.2%	17.8%	46.4%	8.0%	21.4%
SOUTH	6.0%	16.5%	28.5%	22.5%	26.5%

QUESTION 9 I would be willing to cooperate with or provide information to a campus monitor or officer in our school.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	18.0%	38.0%	16.0%	8.0%	20.0%
SHELDON	8.9%	35.7%	17.8%	17.8%	19.6%
SOUTH	10.0%	36.5%	15.0%	12.5%	26.0%

QUESTION 10 Overall, having a campus monitor or officer at our school has made school a safer place.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	10.7%	38.0%	17.3%	8.0%	26.0%
SHELDON	2.7%	41.1%	17.8%	12.5%	25.9%
SOUTH	8.5%	31.0%	24.5%	7.0%	29.0%

Responses to the open ended question were varied. A sample of the comments follow.

QUESTION 11 What changes would you make to improve the Safer Schools Program?

"I did not know there was such a program in effect and I never noticed theft or drug traffic in the first place."

"I think they need to be around more because it seems that when there is a fight or problems no one is ever there."

"Monitor the path going out to Jeppeson Acres. I hear many threatening statements and other things that are inappropriate."

"I think that the program should be cut from the school budget. I have not seen an officer do anything to help the school. We should spend the money on something important."

"Focus on catching drug dealers from other schools because they are always here."

"I haven't seen them. There were several fights where the police officer wasn't even there until after campus supervisors showed up."

"I would cut it out. It's a waste of money."

"Get rid of them and teach the students to be responsible."

"Catch the freshmen that are going off campus."

"Please concentrate more on locker and car break-ins, concentrate less on making sure kids are not eating in the halls. I think that we should be kept informed with what's happening in the school. If they find a gun, please

tell us. We want to know."

"Make the school more aware of the situation. I was unaware that there was an incredibly large problem of theft and unwelcome visitors. Personally, I didn't see much improvement at all, especially concerning drug traffic and drug use. That whole issue seemed ignored to me."

"More visibility. You have no clue as to what goes on here. The times an officer is needed there never is one!!!"

"I don't know much about his program, but from what I do know I'm not sure that an officer can improve this school a whole lot. A little improvement is better than none."

"We the students are not kept updated on what the campus cops accomplish. We do not see the improvements at all."

Total number of students surveyed:

CHURCHILL = 150
SHELDON = 112
SOUTH = 200

PART 5
STAFF SURVEY DATA AND COMMENTS

Overall the staff of each of the three high schools was positive (61%-92%) in their view of the advantages of the program. On all the questions the staff responses from Churchill and South were more positive than those reported by the Sheldon staff. Questions focused on reduction in drug traffic and thefts yielded responses which indicate that many teachers were undecided on these points (41%-62%).

Approximately (77%-91%) of the Churchill and South respondents and about 55% of the Sheldon respondents agreed: 1) the program had helped remove distractions like unwelcome visitors; 2) the school has a safety problem; and 3) the program had made the school a safer place.

High school staff members were asked the following seven questions.

QUESTION 1 The campus monitor/officer program has reduced drug traffic around my school.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	20.5%	33.3%	2.5%	2.5%	41.0%
SHELDON	1.9%	25.5%	9.8%	0.0%	62.7%
SOUTH	9.6%	25.0%	3.8%	0.0%	61.5%

QUESTION 2 The campus monitor/officer program has been successful in reducing the number of thefts.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	13.5%	29.7%	10.8%	0.0%	45.9%
SHELDON	0.0%	24.0%	18.0%	2.0%	56.0%
SOUTH	9.6%	40.3%	1.9%	0.0%	48.1%

QUESTION 3 Having a campus monitor or officer in the school removes distractions, such as unwelcome visitors, from the school.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	38.4%	43.6%	2.5%	0.0%	15.4%
SHELDON	11.7%	45.1%	9.8%	3.9%	29.4%
SOUTH	30.8%	46.1%	5.7%	0.0%	17.3%

QUESTION 4 The advantages of having a campus monitor or officer outweighs the disadvantages.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	61.5%	23.1%	0.0%	0.0%	15.4%
SHELDON	11.7%	49.0%	9.8%	0.0%	29.4%
SOUTH	55.8%	36.5%	1.9%	0.0%	5.7%

QUESTION 5 I think this school has safety (drugs, theft, weapons, assault) problems.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	25.6%	61.5%	2.5%	0.0%	10.2%
SHELDON	10.0%	48.0%	16.0%	2.0%	24.0%
SOUTH	42.6%	48.1%	5.5%	0.0%	3.7%

QUESTION 6 Overall, having a campus monitor or officer at our school has made school a safer place.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
CHURCHILL	35.9%	48.7%	0.0%	0.0%	15.4%
SHELDON	6.0%	48.0%	10.0%	4.0%	32.0%
SOUTH	28.8%	57.7%	0.0%	0.0%	13.4%

A sample of responses to the open ended question is included.

QUESTION 7 What changes would you make to improve the Safer Schools Program?

"Better communication with staff is needed. Attend a staff meeting and fill us in on what's happening and things we can do and should be aware of to help the police on campus. Most of us have never met the officers. Perhaps, talking with kids in the classroom would be beneficial. Also, more publicity on the penalties for bringing weapons to school is needed."

"Could get them in the classrooms so that the students understand the goals of the program. Might use them at 9th grade orientation."

"A brief report to the faculty on incident types would be helpful, both for just information and so we'd know what to watch for and when. Also I'd like the officers to be introduced to the staff. Also to the extent possible legally, staff would know who is involved in incidents so we would know who to keep and eye on. Keep up the good work."

"Have more, I guess. A school of this size has so many problems that only one person is not enough. I am very disturbed and frightened by all the guns found at school this year. I can only assume there were others here that we never knew about."

"Make the police position a full-time one. Increase use of students from the U of O."

"I appreciate the positive approach used by the two people involved."

"There has not been enough time to evaluate the safe schools program. So far the officer has not been very visible to the average student or teacher."

"Involvement with staff if there has been a confrontation with a student--for closure on the issue, also to hear the side of staff."

"I know nothing about the program. It seems to me that if we in the

building are in the dark and don't know the value it will be an even greater problem to sell the program to the public."

"Rules and expectations should be clearly stated and known by all staff and students---times in halls, litter, language, treatment of others (peers and staff). Behavior (unacceptable) ought to be directed back to home and then demonstrated just as it was done at school. It ought to be real clear how we all ought to behave and then everyone ought to do it."

"Be certain the officer takes a lower profile than campus supervisors. The officer should only be involved after school staff, including campus monitors, requests their assistance."

"We need money for more campus supervisors---similar to the ones we have now---not the uniformed ones. Somehow when there's a uniformed officer on campus, students may take less responsibility for their behavior. It's like government; if someone doesn't get caught, there's nothing wrong."

"More visible."

"Put an undercover officer in."

"Have more organized input by staff with the officers. Outside of a staff meeting introduction, I know little about them or how a teacher might use them."

Total number of staff surveyed:

CHURCHILL = 39
SHELDON = 51
SOUTH = 54

PART 6
PARENT TELEPHONE SURVEY DATA AND COMMENTS

The results of the parent survey indicated that overall the parents were aware of and supportive of the program. At least two thirds of the parents' sample from each of the schools indicates: 1) an awareness of the program; 2) that the program makes schools safer; and 3) that the advantages outweigh the disadvantages. Sheldon parents were less sure their students approved of the program than were parents from the other two high schools.

Parents from the three high schools were asked the following four questions.

QUESTION 1 Are you acquainted with the campus monitor/officer in the school program at _____ High School?

	YES	NO
CHURCHILL	66.7%	33.3%
SHELDON	79.4%	20.6%
SOUTH	83.1%	16.8%

QUESTION 2 Do you feel that having the campus monitor/officer program at_____ High School makes the school a safer place?

	YES	NO	UNDECIDED
CHURCHILL	68.7%	10.0%	21.2%
SHELDON	76.1%	10.4%	13.4%
SOUTH	71.4%	9.5%	19.0%

QUESTION 3 Do you feel that your student approves of having the campus monitor/officer program?

	YES	NO	UNDECIDED
CHURCHILL	64.9%	5.6%	19.5%
SHELDON	56.7%	22.4%	20.9%
SOUTH	67.5%	16.2%	16.2%

QUESTION 4 Do you feel that the advantages of having the campus monitor/officer program at school outweigh the disadvantages?

	YES	NO	UNDECIDED
CHURCHILL	83.7%	8.7%	7.5%
SHELDON	72.0%	19.1%	8.8%
SOUTH	70.2%	16.7%	13.1%

The open ended comments of the parents survey (see question 4b and 4c in Appendix E) were numerous and diverse. The majority of the comments focused on the advantages of the Safer Schools Program. Many of the disadvantages comments focused on cost of the program. Examples of other comments are given below.

"Blowing a few incidences out of proportion. Waste of 4J money. I'm against the program. Principals and administrators should handle the problems."

"I don't believe it is needed. The principal should make all the kids stay on campus. I pulled my daughter out because she was scared."

"Officers aren't at each school long enough and kids planning inappropriate action can just wait till they're gone. Would like to see one security officer full-time at each high school and also at middle school."

"I'd rather see the tax money go toward more teachers and smaller classrooms and then there wouldn't be so many problems."

"It is authoritarian. It suggests to students that they are less than capable. We are treating our students as captives or prisoners. We should be trying to turn them into good citizens."

"Bad message to the kids that they need to be patrolled. Takes responsibility away from kids and puts it onto an authority figure."

"Allows school administrator to be somewhat off the hook, in regard to getting school staff more responsibility for inappropriate actions. Kids who don't participate correctly should be sent to school elsewhere."

Parents surveyed by school:

CHURCHILL = 81
SHELDON = 68
SOUTH = 83

PART 7
BUSINESS SURVEY DATA AND COMMENTS

A total of 32 businesses were determined to be "near" the three high schools. A personal contact was made with each of these businesses regarding the survey. A completed survey form was returned from 50% of the identified businesses. The return rate was: Churchill 63%, Sheldon 38%, and South 50%. Between 50% and 86% of the businesses surveyed were aware of the Safer Schools Program. Approximately 70% of the businesses in the Churchill area stated that they had observed changes in student behavior during the last two months. About a quarter of the respondents in the Sheldon and South areas reported having observed change in student behavior. At least three fifths of all respondents reported that they thought having police officers and campus monitors was a good idea. Detailed results to each question are given in the Business results table.

All of the comments, by question, from the business survey are given below.

Question 2: Have you observed any changes in student behavior during these last two months? If yes what kind of changes?

"Less fighting and less drug traffic. Still have the same amount of loitering."

"Rowdier! On campus officers have been observed and appreciated, but we have had more kids on the premises than we've had in years! (I've been here 15 years). They leave mass messes, they are noisy and disruptive. They set a trash can on fire a couple of weeks ago. They've made comments to clients when coming and leaving our business. They are intimidating to them when in mass!"

"Possible changes because of restaurant policies."

"Kids came on our property and picked up trash once in the last couple of months. Don't know if this was related to the program."

"Behavior has changed for good. The trouble makers pretty much stayed away. They seem to follow the rules better. "

"Few kids milling around in front of my store."

"I still have too many students in my store during class hours. Sometimes they are disruptive, but even when they aren't, it is hard to get work done when we need to spend all of our time watching these students."

Question 3: Do you think that having police officers and campus monitors assigned to the high schools is a good idea?

"I think it is an unfortunate necessity. Making the school a closed campus would eliminate a majority of the problems."

"Gang related graffiti and behavior is a sad thing to see. If anything can be done and helpful in preventing it from growing - I'm for it."

"Full time campus monitors."

"I have two children at Churchill and they respect the officers and feel 'safe' with them present. I feel safer as a business owner knowing that they are around."

"I feel there should be (closed) campuses. That way, no one gets in and no one gets out. "

Question 4: What are your general observations of student behavior around your place of business?

"Generally good. Have had about 5 fights in parking lot in the last 6 months. 5% of the kids cause 95% of the problems. Behavior is always worse when large groups congregate."

"The students that I come in contact with are cavalier about their actions and language. But again, I realize this is a minority of students. But I would like to see a closed campus."

"I don't really have a problem. We don't allow loitering. The students do use our bathroom. They have tried filling their squirt guns, but we tell them we don't allow that here."

"Lots of littering and have had several fire problems from smoking. Almost all kids that come here seem to come off campus to smoke. When

smoking was allowed on campus, kids hanging around wasn't a problem. Worried also about small fires that have been started from cigarette butts."

"We are located in the corner or breezeway. Daily we have droves of high school kids gathered at our back door of our office which leads in to our dental room where patients are seated. These kids are very destructive, they spray paint lettering on our side door and walls. They have done damage to our cars. They leave food wrappers, their garbage, cigarette butts, etc. They are loud and use extremely foul language. We as employees, several times throughout the week, go out and ask these kids to move away from our building and to tone down their language. We would love to see a program of security implemented in this area. Thank you."

"They have a tendency to litter and shoplift. We have installed cameras and will prosecute shoplifters. We generally find them intelligent, delightful customers. We found that if we communicated with them directly, they were very responsive."

"A very small (less than 10) number of students create minor problems. The trend this past year is, however, in the direction of more problems and of a more serious nature. The best response was to be communicating with SEHS and Roosevelt. The counselors and staff were very helpful, stopped rumors, and offered good suggestions. It was invaluable to have a Roosevelt aide spend a few minutes each day making rounds off campus. His activity did more to contain most problems than anything else. Among SEHS students, the encounters can be more serious, although we did not have to call the police more than once. Mostly, there is rowdy behavior, minor vandalism and small fights. We hear rumors of guns and drugs around here but don't see much evidence to support this. We did have one incident with a student having a pellet gun in front of our store. The police were called and took care of this matter."

"The students are much more under control. They seem to have some respect for our rules now. The trouble makers are pretty much not on the premises."

"They hang out by McDonalds, the Card Shop, and all down the mall in groups. They ride their bikes on the sidewalk and their skateboards even though it is posted. During school hours they are present all hours of the

school day. If we see a large group sometimes it is when there is an assembly and the kids aren't required to attend which I feel is a real shame. Usually if they are 'hanging out' in a group, I ask them to leave and they do. I feel that they intimidate and scare some of my older customers."

"During this 91-92 year, there were Sheldon students in my store for all but maybe an hour of the school day. Most of these became 'regulars' and were not a problem, just playing video games. Occasionally a group of 4-8 boys would come in together, wander in different directions (making it impossible to watch them all) and do one or more of the following: fill cups that they brought with them from Taco Bell and refuse to pay; do an aisle blocking maneuver to prevent me from seeing what the others were doing while in the candy aisle; use offensive language loudly; become argumentative when asked to leave premises because of loitering; skateboard in the parking lot after being made aware of the "no skateboarding" sign. (I try to explain that this is a very busy parking lot and they are putting themselves in a dangerous situation.) I am aware that most of the students and children who come to my store are not a problem."

"There were two groups of boys that I considered problems along with some individual problems." I would estimate that there were 10-14 students that I considered problems. I lost track of the times I needed to call the campus supervisors, but they almost always responded. There were only two incidents of violence that I am aware of happening at my store this last school year. There were fights between students. One was one boy against a pack of twelve others. The police hadn't responded by the time one of my customers drove her van into the pack, scattering them and rescuing the other boy."

"Students have been positive around our restaurant. No problems."

"Teenagers will be teenagers. High school level youngsters have been associated with shoplifting and some rowdiness. I don't think campus police will help with those matters. The vast majority of your students are very mannerly and treat the store and its personnel with respect."

"There is a lot of litter created by some students, and a small amount of vandalism/theft. This occurs about 2-3 times per month."

The numerical results of the business employee survey are included below.

SAFER SCHOOL SURVEY

BUSINESS RESULTS

QUESTION 1 Are you aware that the Safer School Program exists at _____ High School?

	YES	NO
CHURCHILL	86%	14%
SHELDON	60%	40%
SOUTH	50%	50%

QUESTION 2 Have you observed any changes in student behavior these last two months?

	YES	NO
CHURCHILL	71%	29%
SHELDON	20%	80%
SOUTH	25%	75%

QUESTION 3 Do you think that having police officers and campus monitors assigned to the high schools is a good idea?

	YES	NO
CHURCHILL	86%	14%
SHELDON	60%	40%
SOUTH	75%	25%

PART 8
HIGH SCHOOL ADMINISTRATOR SURVEY DATA AND COMMENTS

The responses by the building administrators indicate a high level of support for the Safer Schools Program. There is 100% agreement that having the monitors and officers:

1. Makes schools safer.
2. Reduces drug traffic.
3. Reduces the number of unwelcome visitors.

One respondent (20%) was undecided regarding the program's effectiveness in reducing thefts. The other four respondents (80%) agree that the program is successful in reducing the number of thefts. All the respondents agree that:

1. District schools have safety problems.
2. The advantages of having a campus monitor and officer outweigh the disadvantages.

The high school administrators were asked the following eight questions.

QUESTION 1 The campus monitor/officer program has reduced drug traffic around school.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
20.0%	80.0%	0.0%	0.0%	0.0%

QUESTION 2 The campus monitor/officer program has been successful in reducing the number of thefts.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
20.0%	60.0%	0.0%	0.0%	20.0%

QUESTION 3 Having a campus monitor or officer in the school removes distractions, such as unwelcome visitors, from the school.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
100.0%	0.0%	0.0%	0.0%	0.0%

QUESTION 4 The advantages of having a campus monitor or officer outweighs the disadvantages.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
80.0%	20.0%	0.0%	0.0%	0.0%

QUESTION 5 I think this school has safety (drugs, theft, weapons, assault) problems.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
60.0%	40.0%	0.0%	0.0%	0.0%

QUESTION 6 Overall, having a campus monitor or officer at our school has made school a safer place.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
100.0%	0.0%	0.0%	0.0%	0.0%

QUESTION 7 What changes would you make to improve the Safer Schools Program?

(All comments submitted by the administrators are listed below).

"Increase instructional opportunities for campus supervisors on conflict resolution."

"Create more opportunities for the officer to interact positively/informatively with students."

"Have an officer in each school."

"Start the program in September when students return."

"Make staff and students more aware of the officers and monitors."

QUESTION 8 What are your perceptions about the effect the Safer Schools Program has had on your building?

"It has contributed to a greater sense of security in the building. Staff members feel there is more support and better response time to incidents that occur."

"The program has reduced the non-student traffic on and around the campus."

"The building is quieter; students are more focused."

"This is a program we absolutely should have."

"Positive. It is very positive for our shopping center area."

Five of the nine high school administrators returned surveys. The five returns were from:

CHURCHILL = 3
SHELDON = 1
SOUTH = 1

PART 9

CAMPUS MONITORS' PERCEPTIONS

INTRODUCTION

John Sappington, Assistant Principal at Churchill High School, worked closely with the four campus monitors hired for the Safer Schools Program. He met with them in the middle of June and recorded their reactions and perceptions. The first series of comments from the South Eugene campus monitors are lengthy and specific to the situations they encountered in their school. However, John noted from his interviews with the Sheldon and Churchill campus monitors that their reactions were similar. A brief summary of their comments supplement the South Eugene information.

Comments from the South Eugene Campus Monitors

The South Eugene campus monitors had reactions related to the following topics:

Trespassing: Next to theft this is the worst problem in the school. Individuals come onto the campus to visit friends without checking in with the office. There are also incidents of people casing the school for possible theft, dealing drugs, and harassing and assaulting other students. The problem was much better this spring because of the identification of frequent trespassers and the increased security in problem areas.

Assaults: Problems still exist with intimidation and fights between students and with off campus people. Weapons are now involved; weapons have been confiscated from students who brought them to campus to stop intimidation by students both on and off the campus. Causes leading to assaults have been drugs, thefts, name-calling, and coercion.

Weapons: This year we have confiscated authentic and fake guns as well as knives, mace, and bats. Bullets have been found in the halls and lockers. Students have easy access to weapons. Lockers at school allow a convenient place to conceal illegal articles. Preventative measures for security are difficult for staff. There is also fear surrounding the return of students who have been involved with weapons. The prevention of

weapons is not stopped by the mere presence of security. However, we have helped gather information and identify potential problems and players.

Drugs/Alcohol: Chronic problems still exist in this area because of the early age of use and easy access from peers and parents. Drug dealing is a problem and it is very frustrating. Some students have been caught and disciplined. However, through observation and our contacts we believe there are many more dealers on campus. Dealers are pretty smart about how they operate at school. Schools are very unsophisicated when it comes to surveillance and intervention. Increased security and staff presence only moves these transactions off campus.

Vandalism: This year vandalism has been high. Broken lockers, lights, and windows, graffiti inside and out, and student and staff property damage have happened at South. We have also seen more gang related graffiti on walls outside, in bathroom stalls, and on lockers. We mainly suspect our students but also believe some off-campus individuals are marking their territory. If we had less loitering in the halls and outside areas, vandalism would be easier to control.

Gangs: According to students and the police informants, gangs are very active. Through observation and discussion with students it appears that all schools have active gang members who interact with known gang members in the community. Various activities include drug sales, theft, intimidation, recruitment, and vandalism. Increased security and staff presence has made a difference. This responsibility will become dangerous without police presence. Gangs will also impact the middle schools. Rules need to be established in our middle schools to control and monitor this type of behavior. Gang activity is far greater than people realize. It goes beyond the clothing, music, and actions of an individual student. It gives students a certain identity and provides fulfillment of needs that are difficult to replace.

Police intervention: Involvement of police in the school was limited. Officers were only used in serious situations that were criminal in nature. Their presence however was very productive as a deterrent. Unfortunately, it is difficult to assess the real impact of the program this year since it only existed a short time. The toughest time of the year is generally in the fall. We need officers to maintain safer environments in all the

high schools through education, prevention, and intervention.

School Intervention: Schools do not do enough to safeguard the student population. We must put more effort toward addressing student attire, screening student backgrounds, and building interagency contacts. Parent involvement is by far the most important factor. School policies must be toughened to control violence, weapons, and drug/alcohol use. The message must be strong to the public that these behaviors will not be condoned regardless of pressure placed on the administration. Staff involvement with students in the classroom and in extracurricular activities must be greater.

South Recommendations:

1. The district implement a consistent program in each school for school/police intervention with students, parents, and off-campus individuals.

2. Schools restructure class schedules to eliminate time for loitering in and out of the building.

3. Increase student activity offerings and staff involvement in these activities.

4. Place one officer and three campus monitors in each high school building.

5. Increase involvement of the monitors and officer at the middle school level and provide opportunities for greater intervention.

6. Close the campuses of all secondary schools.

7. Develop greater opportunities for peer counseling, tutoring, and mentoring programs at all secondary schools.

8. Develop strong parent organizations that become directly involved in policy development and implementation of the Safer Schools Program.

Comments from the Sheldon Campus Monitor

The Safer Schools Program has brought the high schools closer together in sharing information and ideas on the safety issues we are seeing in the schools. The officer on campus has really stopped the problems with fights and trespassing on our campus. Next year I hope to use the officer more proactively. I would also like to see all of the schools brought together more often to achieve better consistency across the district on safety matters.

Comments from the Churchill Campus Monitors

The Safer Schools Program has had a major impact at Churchill. We have put an end to the constant trespassing of non-students in and around our campus area. It appears that drug trafficking and other illegal activities have been pushed out of the school boundaries and away from our campus. Activities such as fighting or group harassment have also decreased. All of these positive changes are a direct result of having campus monitors dedicated to these safety issues and utilizing the constant support of the police officers. The officer/monitor team has also played an important role in assisting many at-risk students regarding a variety of personal and academic issues.

PART 10
ELEMENTARY AND MIDDLE SCHOOL ADMINISTRATOR COMMENTS

The district has taken a K-12 approach in the design of the Safer Schools Program. However, the major emphasis in the implementation of Phase I was to provide intervention at the high school level. In order to gather some K-8 reactions to the program, a vax message was sent to all elementary and middle school administrators on June 4, 1992 with the following request:

> As a part of the Safer Schools Program evaluation we will be including verbatim comments from elementary and middle school administrators. We want your positive and negative observations, ideas for improvement, and your general points of view regarding the program.

Seven elementary school and six middle school administrators responded with the following comments:

> "I support the Safer Schools Program. It's good to know the officers are there and that we can rely on them if needed. I'd like them in the second year to establish times to meet with individual staffs, hear their concerns, and answer questions."
>
> Penny McDonald, Adams Elementary

> "During the first part of May we had a security violation at our school. We dealt with it as a staff and handled the problem. Afterward we invited Officer Harris to come and talk with our parent group, which he did. He was very helpful in responding to questions and with his help we reviewed our security system and process. As a result of his information we are adding more fencing and a two way communication system between the office and the playground. Also on Friday, May 29, Officer Harris came and spoke to each classroom about his role and the role of the Police Department. In all of his interactions with the parents, students, and staff Officer Harris did an outstanding job of communicating. With the parent group he was able to diffuse some fears and help us work through a difficult situation. At Bailey Hill we appreciate his efforts and hope that this program will be continued in the future."
>
> Wally Bryant, Bailey Hill Elementary

"While we have not received assistance at Crest, I support the program knowing what middle and high schools are having to deal with today...I feel if we need assistance we could request it although it's still quite 'muddy' as to the how or the what for elementaries!"

Richard Hicks, Crest Drive Elementary

"Our policeman visited our school to introduce himself to me, our counselor, and the rest of the staff. He sat in on a child abuse investigation that involved CSD and the police. It was great to have him here."

Arline DeFrank, Edgewood Elementary

"Early in May, we had some older students enter our building and steal a teacher's purse. The 'cop on campus' was very prompt and cooperative. We never solved the case, but we knew the names of the students who were involved, and I think the officer communicated to them in a way that they knew also. This service was extremely helpful. The regular police probably would have put this situation way down their priority list. It was helpful to the teacher also; she felt heard and supported."

Nancy Nelson, Fox Hollow Elementary

"Bill Harris, Eugene Police Department, offered to hold discussion groups with our students as part of his work with the Safer Schools Program. He spoke to several classes and was very well received. Teachers were very impressed! I believe he did a great service for McCornack students and parents. Bill's philosophy is that if we can save one kid it is well worth it."

Paul Murphy, McCornack Elementary

"Due to the efforts of Officer Grimes we were able to get a second grader in school every day. She had been absent nearly every day at Whiteaker and Patterson. E.S.D. couldn't make contact and C.S.D. was ineffective. Officer Grimes got her in school and she hasn't missed since."

Virg Erickson, Patterson Elementary

"At Cal Young we have had a great response from Officer Grimes. He came out three times to meet, see the campus, and talk about our

needs. On one occasion he met with an at risk student that I have been working with on some other issues. On two occasions he has given advice about special problems with students, including the threat of weapons. He spoke to a class today about investigative procedures and the role of the police investigating crimes. The class is Mysteries and Forensics which integrates literature and science. Tom and I are very pleased with the program."

Maurie Denner, Cal Young Middle School

"One big disadvantage of the current program is that two of the three most 'at risk' middle schools cannot make use of the program because we are not in the city. I realize the constraints but it is unfair to provide the service to some schools and not to others. Some form of service should be available to those schools who do not fit in the network under the current guidelines. Even when distributing a small pool of at risk funds our belief as a middle school principals' group is that everyone should get something. I'm glad that so many schools have the service; we should also."

Marilyn Byrne, Kelly/daVinci Middle School

"I am supportive of the Safer Schools Program that has been in place this past school year. We have been able to utilize Officer Harris in a number of counseling situations, in teaching students about decision-making and possible legal ramifications of poor decisions, and in preventative measures regarding campus safety. I believe it is always better to be proactive than to wait and end up managing crises when they occur. If a crisis is faced, I would rather have an officer responding who knows and understands the kids than to have one who may not have that understanding and who, as a result, might over-react in that situation. I hope that we can continue the program."

Doug Smith, Kennedy Middle School

"Officer Grimes handled the following:

1. Theft in the neighborhood with alcohol present at an evening school event resulting in arrests of students.
2. Theft of money and credit cards resulting in arrests of students.
3. Vandalism/graffiti at school that extended to a neighborhood house resulting in arrests for school graffiti and an

investigation into the home damage.
4. Bike theft resulting in an arrest."

"Officer Grimes has been extremely helpful in handling cases that extend into the community. For example, he helped on thefts in the neighborhood that ended up with stolen items at school or school events. Also, at the middle school level, it is important to each child's social and moral development to be held accountable for illegal behavior. Officer Grimes provides both accountability and follow through. He is quite skilled with adolescents."

Lynne George, Monroe Middle School

"For us at Roosevelt, Officers Harris and Grimes have been an exceptional addition and they really helped in our program. They have been involved in classroom presentations and they were extremely helpful in our demonstration following the Rodney King verdict. If it had not been for Officers Harris and Grimes, as well as the campus monitors at each high school coming over and giving us help, we would not have been able to deal with this situation in as positive of a manner. Having people around who had worked with the school district and who were cooperative and had our best interests at heart were what really helped us to make what could have been a very ugly incident into one that turned out positive. Each of these folks, both the officers and the campus monitors, gave us advice, help, and did whatever they were asked to do. This is a program that is really needed."

Jim Slemp, Roosevelt Middle School

"We have had an opportunity to work with Bill Harris several times since the initiation of the program. He came out a couple of times to speak to classes---the entire sixth grade and then a couple of eight grade block classes. He talked with sixth graders about several issues that were very pertinent: the arson at Edgewood, school vandalism, and taking school keys. He was effective in talking about issues that had relevance for them at the time. The issue with eighth graders occurred after the Rodney King verdict and the uprising that occurred in Los Angeles. Again, it was very educational and relevant for the students. I found the information coming from a professional carried credibility that the students respected. Bill has also come out on a couple of discipline

situations: one involving students and alcohol and one with a very violent assault. We have used the program in two ways: for prevention and educational purposes and for immediate discipline purposes. As an administrator, I feel more confident about student safety, having a professional on call.

One suggestion: if we have the program next fall I suggest we invite both officers to a meeting and have a discussion about the program--what went well, areas of involvement, how to contact the participants (telephone numbers, etc.), ideas they have for prevention presentations, and their suggestions for school safety. I fully support the program and hope it will be continued."

Evie Matthews, Spencer Butte Middle School

APPENDICES

SCHOOL SAFETY ASSESSMENT

OF

EUGENE PUBLIC SCHOOLS
Eugene, Oregon

June 1, 1992

Prepared by

The National School Safety Center
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805/373-9977

CLIENT

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Eugene Oregon 97402-4295

CONTACT

Mr. Jerome Colonna, Director of Secondary Education
Dr. Margaret E. Nichols, Superintendent

NSSC REPRESENTATIVE

Dr. Ronald D. Stephens
Executive Director

DATES OF VISITATION

April 20-21, 1992

Overview

Eugene Oregon public schools are to be commended for taking a proactive stance to create a Safe Schools Plan. Many school districts wait until they have a major crisis before taking any action. Eugene has demonstrated a true level of leadership to move ahead on this basis.

Eugene Public Schools are not experiencing crime levels or serious crime at the same rates of severity as other educational systems. The school system, however, is ripe for dramatic changes in behavioral management problems. Within the city limits and the schools are the beginning elements of potential gang activity. Students are wearing gang colors and showing signs of gang activity. Students at all four high schools expressed the ease at which drugs could be obtained, even to the point of furnishing menus and price structures. Marijuana and acid are the drugs of choice. The proximity of several high schools and middle schools to public parks exacerbates the drug problem. In addition, Eugene's proximity to Interstate 5 and the University of Oregon poses two additional challenges to school safety. Gang members from Portland, Seattle or other I-5 locations have easy access to the public schools. Trends of violence and unrest that exist at the University may spill over to the high schools.

A major concern of high school and middle school principals is the frequency with which intruders, including non-enrolled students and youngsters from other schools, come on the school campus. Other concerns of principals include the presence of weapons on campus, including guns, knives, look-alike weapons, brass knuckles and rings. During NSSC's visit, principals or deans displayed their cache of weapons including live ammunition, knives and look-alike guns.

These factors underscore the need for a vibrant school safety program. Having school police on campus does not indicate that the Eugene Public Schools or the school administration doesn't like kids, rather it reflects the opposite: that the schools care and are concerned for children. Excellence and positive student behavior have nothing to fear from supervision and observation. School police should be viewed as members of the educational support team.

Having an in-house security team is commendable. Generally, however, contracted services have a high turnover rate. The officer's effectiveness is leveraged by staff stability. The school peace officer should advance to the next school level along with the class(es) s/he supervises. The continuity of this relationship from the elementary grades through high school allows the officer to better know and understand the students.

Recommendations

- Establish a districtwide school crime tracking and record keeping system.
- Create a public awareness program to inform parents and the community of the types of crimes Eugene Public Schools is experiencing.
- Work with your presiding juvenile judge to establish an effective information sharing program to better respond to serious habitual offenders.
- Equip all offices with two-way radios for supervising adults and two-way communication systems from all classrooms to the front office.
- Provide school safety officers with combination two-way radio and cellular phone capability .
- Encourage your "Safe School Planning Team" to explore curriculum options that focus on non-violence. including citizenship training and conflict resolution and peer mediation.
- Expand your school law enforcement partnership with Eugene Police Department so that every school has an officer assigned to the school or neighboring community.
- Review all campuses to identify strategies of crime prevention through environmental design. This would include the adoption of several districtwide policies with regard to facility maintenance and repair such as:
    - Remove lower branches of trees to a level of eight feet.
    - Trim all shrubs to a maximum height of 24 inches or replace them with low growing shrubs.
    - Replace all broken glass windows with clear safety glass to allow for better supervision. Restroom areas may merit obscure glass, however, classroom doors and windows should provide clear visibility.
    - Remove all posters, construction paper or other objects from classroom windows, office doors and areas which would otherwise provide clear supervision.
    - Limit entrance and exit points for all campuses.
    - Review the school schedule to eliminate free. unsupervised periods when students can roam the halls and disrupt other classes. Consider a full. non-stop schedule and dismiss the students when their academic day is over.
- Consider establishing a parent center on each campus which encourages and recruits parent participation to assist in the supervision of hallways, playgrounds. restrooms. gathering areas and other potential trouble spots.
- Establish uniform visitor screening procedures for all campuses. Require a visitor pass for each guest, including parent volunteers.
- Review the district dress code policy. Prohibit gang paraphernalia. colors, "doo-rags" and jewelry: heavy metal t-shirts and clothing that advertise negative messages: notebooks or manners of grooming that may be gang- or

violence-related.

- Ban the use of walkmans, portable radios, individual tape players and compact disk players on the school campus. They have no legitimate educational purpose and tend to be disruptive.
- Establish a district policy against the use of beepers, pagers or cellular phones by students.
- Provide in-service training on school crime prevention, crisis management, crisis resolution and safe school planning.
- Work with the Department of Parks and Recreation as well as local community leaders to provide a vast array of extra-curricular programs.
- Place academy-trained, sworn officers in each school. Allow the officers to advance with the students they serve.
- Revise your "Use of Tobacco" policy on page 18 of your *Student Rights and Responsibilities Handbook*. Eugene's district policy states that "students may smoke in areas outside the building if such an area is designated by the principal." Such a policy is inconsistent with state law which prohibits any person under the age of 18 from possessing or using tobacco while attending school or any school sponsored activity. Keep the message consistent. If the state says it's illegal to possess or use, there appears to be no compelling or justifiable reasons to provide smoking areas. Cigarettes are a gateway to other illegal drugs. Smoking in or around school should be banned completely.

Specific site recommendations include:

South Eugene High School

- Remove double doors from restroom entryways. Little, if any, privacy would be compromised and the restrooms would be easier to supervise.
- Work with local law enforcement to patrol the surrounding community.
- Close the campus to minimize the potential opportunities for trafficking and smoking and to better control loitering.
- The school safety coordinator and track coach at South Eugene was impressive. Michael Yoeman knows the kids and they respect him.
- Remove chairs, music stands and platform equipment from lobby of auditorium. It is a traffic control hazard.
- Shrubbery in front of gym should be trimmed no higher than 24 inches.

Roosevelt Middle School

- The school's proximity to low-income housing and Amazon Park creates a difficult problem for supervising the school's perimeter.
- The presence and participation of 50 parent volunteers is impressive. Roosevelt's effectiveness in generating this type of parent participation should be studied and replicated by other schools.
- Replace damaged basketball nets in the outdoor play areas. Damaged property, including broken windows, sends the wrong message to the community that the

school system doesn't care and only encourages further vandalism.
- Locker placement is not easily supervisable. Lockers should either be relocated or the facility redesigned for natural supervision.

Jefferson Middle School

- The proximity of Jefferson Middle School to Westmoreland Community Park calls for additional special campus supervision.
- Shrubbery should be trimmed to 24 inches.
- Posters should be removed from all windows and classroom doors.

Winston Churchill High School

- Lockers are unsupervisable. Consider a total redesign or relocation. Too many students with too little time, in too small a place, without adequate supervision, spell trouble in terms of thefts, fights and intimidation.
- Remove posters from windows and doors.

North Eugene High School

- Develop a school/law enforcement support plan since this site is not included in Eugene Police Department's campus law enforcement program.
- Provide specific activities during free periods. Do not allow students to roam. Provide special interest programs, study hall, tutoring or planned activities. Idleness promotes disciplinary problems.
- North Eugene High School reflected a greater potential for gang problems than any other campus in the system. Even students on the campus are concerned about changing trends. Upperclassmen view the incoming freshmen class as more disruptive and challenging to the school administration and their fellow students. Clearly, however, there are some terrific freshman students.

Sheldon High School

- Initiate a comprehensive drug prevention and intervention program including referral services for students needing special assistance.
- Sheldon High School students were able to provide a thorough menu of drugs available within the school, complete with price schedules and quantities.
- Create a separate parking lot for students who have unusual hours of attendance and monitor these entrances and exits.
- Evaluate building access requirements and eliminate unnecessary doorways.
- Eliminate handles and locks on outside doors used primarily as exits. Keep exposed hardware on exterior doors to a minimum.

RESOURCES

I. Associations and Institutes

A. Center to Prevent Handgun Violence
1225 Eye Street, NW, Suite 1150
Washington D.C. 20005
Telephone (202) 289-7319

B. National School Safety Center
4165 Thousand Oaks Blvd., Suite 290
Westlake Village, CA 91362
Telephone (818) 377-6200

C. Youth Crime Watch of America
5220 Biscayne Blvd., Suite 207
Miami, FL 33137
Telephone (305) 758-9292

II. Federal and State Government Agencies

A. National Crime Prevention Council
733 15th Street N.W., Suite 540
Washington D.C. 20005

B. National Criminal Justice Reference Service
P.O. Box 6000
Rockville, MD 20850

C. National Juvenile Justice Service Clearing House
National Institute of Justice
Washington D.C. 20531

D. Oregon Council on Crime and Deliquency
718 West Burnside, Suite 208
Portland, OR 97209

E. U. S. Department of Education
400 Maryland Avenue S.W.
Washington D.C. 20202

III. Journals and Newsletters

A. School Safety Journal and National School Safety Center Report
National School Safety Center
4165 Thousand Oaks Blvd., Suite 290
Westlake Village, CA 91362
Telephone (818) 377-6200

B. School Safety and Security Management
Rusting Publications
403 Main Street
Port Washington, NY 11050
Telephone (516) 883-1440

C. School Safety World
National Safety Council
444 North Michigan Avenue
Chicago, IL 60611

IV. Selected Bibliography

A. Gangs In Schools: Breaking Up Is Hard To Do, National School Safety Center, 1991. (Available from NSSC, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362)

B. Law In The School
California Department of Justice, 1990

C. School Safety Check Book
National School Safety Center, 1990

D. Weapons In Schools, National School Safety Center, 1990

E. "When You're a Crip (Or a Blood)", Harper's Magazine, March 1989.

V. Violence Prevention Curricula

A. Kids and Guns: A Deadly Equation, created by Youth Crime Watch of Dade County Inc. and The Center To Prevent Handgun Violence.

Curriculum for grades 3-5: Focus is on preventing handgun violence.
Curriculum for grades 6-12: Focus is on conflict resolution and management.

Contact: Youth Crime Watch of Dade County, Inc.
5220 Biscayne Blvd., Suite 200
Miami, FL 33137
(305) 758-5071

B. Second Step: A Violence Prevention Curriculum, grades 1-3, 4-5, and 6-8.

Contact: Committee for Children
172 20th Avenue
Seattle, WA 98122
(206) 322-5050

C. Gang Awareness & Intervention Activities for Elementary And Middle School Students.
Classroom or small group activities to use with "wannabe's" or students involved in gangs.

Contact: Portland Public Schools
Public Information
Box 3107
Portland, OR 97227

D. I AM Somebody: A Comprehensive Guide to Educate Youth About the Seriousness of Gang Involvement, by Clarence Hill, gang consultant. Includes a teacher guide and student workbook.

Contact: Portland Redirection Program
1032 North
Portland, OR 9731

E Dealing With Anger - A Violence Prevention Program for African American Youth

This program is to help school personnel and community leaders teach African American youth social skills for appropriately dealing with anger. The program consists of 3 tapes and 10 sets of skill cards and a Leader's Guide.

Contact: Research Press
Box 3177, Dept. 123
Champaign, IL 61826
(217) 352-327

F. Violence Prevention Curriculum for Adolescents, by Deborah Prothrow-Stith, M.D. Ten lesson plans for use with students on topics dealing with understanding violence, anger and violence prevention.

Contact: Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

VI. Videotapes

A. A spring 1992 interview by KVAL with Officer Grimes, Lynne George, and students at Monroe Middle School regarding the Safer Schools Program can be checked out from the 4J Instruction Department.

B. "School Crisis; Under Control" was produced by the National School Safety Center in 1991. This is an excellent resource for staffs to use for the development of a comprehensive school crisis plan.

SAFER SCHOOLS SURVEY - STUDENT - June 1992

SCHOOL	GRADE LEVEL Write the number of your grade in the square. ☐	GENDER Female = 1 Male = 2 Write number in square ☐
ETHNICITY Write number in square.	White = 1 Black = 2 Latino/Chicano = 3 Native American =4 Asian/Pacific Islander = 5 Mixed ethnicity (specify i.e. 2/4) = 6 ☐	

During the last several weeks police officers and campus monitors have been assigned to the Eugene Schools. The purpose of this survey is to assess student opinions with regard to the Safer Schools Program and how it has been operating.

Circle the answer that best represents how you feel about each statement.

SA	Strongly Agree
A	Agree
D	Disagree
SD	Strongly Disagree
U	Undecided

(OVER)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
1. The campus monitor/officer program has reduced drug traffic around my school.	SA	A	D	SD	U
2. The campus monitor/officer program has been successful in reducing the number of thefts.	SA	A	D	SD	U
3. The campus monitor/officer program has made me reconsider an action that may not have reflected good judgement.	SA	A	D	SD	U
4. The use of campus monitors and officers in the school is an infringement of my personal rights.	SA	A	D	SD	U
5. Having a campus monitor or officer in the school removes distractions, such as unwelcome visitors, from the school.	SA	A	D	SD	U
6. The advantages of having a campus monitor or officer in the school outweigh the disadvantages.	SA	A	D	SD	U
7. I would seek information and advice from the campus monitor or officer in our school.	SA	A	D	SD	U
8. I think this school has safety (drugs, theft, weapons, assault) problems.	SA	A	D	SD	U
9. I would be willing to cooperate with or provide information to a campus monitor or officer in our school.	SA	A	D	SD	U
10. Overall, having a campus monitor or officer at our school has made school a safer place.	SA	A	D	SD	U

11. What changes would you make to improve the Safer Schools Program?

SAFER SCHOOLS SURVEY - STAFF - June 1992

SCHOOL	GENDER Female = 1 Male = 2 Write number in square	
ETHNICITY Write number in square.	White = 1 Black = 2 Latino/Chicano = 3 Native American = 4 Asian/Pacific Islander = 5 Mixed ethnicity (specify i.e. 2/4) = 6	

During the last several weeks police officers and campus monitors have been assigned to the Eugene Schools. The purpose of this survey is to assess staff opinions with regard to the Safer Schools Program and how it has been operating.

Circle the answer that best represents how you feel about each statement.

SA	Strongly Agree
A	Agree
D	Disagree
SD	Strongly Disagree
U	Undecided

(OVER)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
1. The campus monitor/officer program has reduced drug traffic around my school.	SA	A	D	SD	U
2. The campus monitor/officer program has been successful in reducing the number of thefts.	SA	A	D	SD	U
3. Having a campus monitor or officer in the school removes distractions, such as unwelcome visitors, from the school.	SA	A	D	SD	U
4. The advantages of having a campus monitor or officer in the school outweigh the disadvantages.	SA	A	D	SD	U
5. I think this school has safety (drugs, theft, weapons, assault) problems.	SA	A	D	SD	U
6. Overall, having a campus monitor or officer at our school has made school a safer place.	SA	A	D	SD	U

7. What changes would you make to improve the Safer Schools Program?

Date_____
Caller initials_____
Number reached_____

Line Busy_____
No Answer_____
No parent there_____
Disconnect_____

PARENT TELEPHONE SURVEY DATA SHEET - June 1992

*This April the city of Eugene and the Eugene School District implemented a Safer Schools Program. This program provides two police officers for the entire district. In addition, at the high school level, campus monitors provide supervision of student behavior.

1. Are you acquainted with the campus monitor/officer in the schools program at _____ High School?

_____Yes _____No

2. Do you feel that having the campus monitor/officer program at _____ High School makes the school a safer place?

_____Yes _____No _____Undecided

3. Do you feel that your student approves of having the campus monitor/officer program?

_____Yes _____No _____Undecided

4a. Do you feel that the advantages of having the campus monitor/officer program at school outweigh the disadvantages?

_____Yes _____No _____Undecided

4b. If YES to 4a:
What do you see as the main advantages of this program?

4c. If NO to 4a:
What do you see as the main disadvantages of this program?

School:	South Eugene		Churchill	Sheldon
Grade of Student:	9	10	11	12
Sex of Student:	F	M	?	

Note: This data to be taken from district printout

SAFER SCHOOLS SURVEY
BUSINESS INFORMATION FORM
JUNE 1992

This April the city of Eugene and the Eugene School District implemented a Safer Schools Program. This program provides two police officers for the entire district. In addition, at the high school level campus monitors are provided for supervision of student behavior.

The purpose of this survey is to obtain your opinion regarding the need for this program and your observations of student behavior around your place of business.

1. Are you aware that the Safer School Program exists at _____ High School?

   Yes____ No____

2. Have you observed any changes in students behavior during these last two months?

   Yes____ No____

   If yes, what kind of changes?

3. Do you think that having police officers and campus monitors assigned to the high schools is a good idea?

   Yes____ No____

4. What are your general observations of student behavior around your place of business? (If the response in negative probe for estimate of the number of students creating problems. Use back of sheet if needed to record the response.)

SUGGESTIONS FOR AN EFFECTIVE SCHOOL CRISIS PLAN

The video tape "School Crisis; Under Control," produced in 1991, by the National School Safety Center, was shown to all 4J assistant principals. It recommends that the following strategies be utilized in all schools so that staff members will be effective in their response to a school crisis caused by human violence.

1. Lock outside doors.
2. Obtain security personnel.
3. Utilize parent patrols.
4. Set up regular police patrols.
5. Establish visitor screening procedures. Ask who visitors want to see, what their business is, and request to see their identification.
6. Develop a school crisis plan. Know what to do in advance. Design it for the needs and uniqueness of each school site.
7. Install a two-way intercom system. Establish an emergency signal that is instantly known by all staff members.
8. Give the police department a blueprint of your building.
9. Assign roles and responsibilities for key staff members.
10. The administrators must take charge of a crisis stituation immediately.
11. Have a system in place which will allow you to verify present and absent students. Be able to account for every student.
12. Have a media plan. Know where you want media to set up their headquarters. Be able to prepare a structured news conference.
13. Establish a plan for the transportation of children to hospitals or home.
14. Develop a crowd control procedure. You will have to deal with panicked parents and students when violence hits your campus. All parents will want to know of their child's status. Consider setting up a nearby area (church, etc.) for parents.
15. Give clear, accurate information to media, parents, and students as soon as possible.
16. Restore control as soon as possible. Reopen your school the next day if at all possible.
17. Deal with the healing process in a comprehensive way and through the use of trained professionals.